

摘要

最近歐、美，與澳洲高等教育中，藝術與設計之「實務導向研究」(practice-led research)已成為重要趨勢。為增進臺灣大學階段中藝術與設計實務導向研究之能力，對該實務導向研究的教學內容與方法進行探討實為亟要。因此，本文以大學視覺藝術系 42 名學生為研究對象，發展藝術與設計實務導向研究之教學內容與方法，探討教學個案之實施情形。具體而言，本文採用質性個案研究法，針對兩個研究目的：

(1) 分析學生在創作實務、理論與寫作，以及前述兩者整合之學習情形；以及 (2) 分析學生在藝術與設計實務導向研究中運用 FTCF 模式之學習情形。本文歸結兩方面之發現：(1) 創作實務、理論與寫作，以及兩者整合之學習情形與教師改進方式；(2) 實務導向研究中 FTCF 模式之創造性運用方式。最後，本文據此闡述對未來大學藝術與設計實務導向研究教學與研究之意涵。

關鍵詞：FTCF 模式、大學藝術與設計教育、實務導向研究、藝術與設計創作

Abstract

Recently, practice-led research has become a major trend in higher education in Europe, the U.S.A, and Australia. To enhance the art and design research abilities of college students in Taiwan, it is crucial to study the teaching content and methods of practice-led research. Therefore, The authors explored such content and methods, examining the implementation thereof by studying 42 college students and adopting qualitative case study methods. This study had two objectives: (1) to analyze student learning in both creation practice, and theory and writing, as well as combinations thereof; and (2) to analyze student learning situations in art and design practice-led research by using the form/theme/context/function (FTCF) model. The results yielded the following: (1) problems related to learning and improvements for teaching methods that involve creation practice, and theory and writing, as well as combinations thereof; and (2) creative uses of the FTCF model for art and design practice-led research. Finally, the implications were discussed for future teaching and research of art and design practice-led research.

Keywords: FTCF model, art and design education in university, practice-led research, art and design production